

Montana 9 Visual Arts

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Montana
Grade	9 (High)
Subject	Visual Arts
Course category	Fine Arts
Standards family	Fine Arts
Framework	Montana Content Standards for Arts (2016), codified at ARM 10.53 subchapter 6
Issuing agency	Montana Office of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — An Object or a Place That Matters

Unit 3: An Idea Worth Making · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What thing or place actually changes how people live?
Standards	Creating / Investigate (3) -> ARM 10.53.609(2)(b) Montana Arts Content Standards / Visual Arts — create art or design projects in response to contemporary issues that demonstrate an awareness of ethical implications of making and distributing creative works
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will develop an artistic idea that illustrates a societal, cultural or historical object or place which empowers or enhances life.

Success criteria (student-friendly)

- "I identify a societal, cultural or historical object or place."
- "I explain how it empowers or enhances life."
- "I develop an artistic idea from it."

Academic vocabulary

societal, cultural, historical, empower, enhance, subject, significance, development

Materials and technology

- Sketchbooks or folded paper
- Notebooks
- Research sources the school may lawfully use

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.

Support area	This week's plan
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A subject chosen, justified against the standard, and developed.

Family communication

Ask your child what object or place they chose and why.

Day 41 — Reading the Standard Carefully

Week 9, Day 1 · Unit 3 · Standards: ARM 10.53.609(2)(b)

Focus	What it actually asks.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

TEACHER NOTE: THE COURSE OF STUDY NAMES NO OBJECT, PLACE, CULTURE, TRADITION, PERIOD OR SITE HERE, AND NEITHER DOES THIS PLAN. Students choose their own subject against the standard's criteria. NO STUDENT IS ASKED TO DRAW ON THEIR OWN CULTURE, FAMILY, BELIEFS OR CIRCUMSTANCES, or to speak for any group; an observed, invented or researched subject meets the standard equally, and that alternative is offered to the whole class rather than to individuals. Connect: the making skills. Teach: unpacking the standard clause by clause - a societal, cultural OR historical object or place, which EMPOWERS OR ENHANCES life - and that the last clause is the real filter. Try: shared testing of four candidate subjects against it. Apply: students state the criteria in their own words. Reflect: most subjects fail the last clause, which is what makes it a useful one.

Check for understanding

Student states the standard's criteria for a subject.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Things That Enhance Life

Week 9, Day 2 · Unit 3 · Standards: ARM 10.53.609(2)(b)

Focus	Objects.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: criteria. Teach: OBJECTS that empower or enhance life - tools, instruments, vessels, devices, everyday things designed to make something possible - and how to look at one as an artist rather than a user. Try: shared analysis of an object present in the room. Apply: students identify three candidate objects. Reflect: the object does not have to be important to anyone but the people it helps.

Check for understanding

Student identifies candidate objects against the criteria.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Places That Enhance Life

Week 9, Day 3 · Unit 3 · Standards: ARM 10.53.609(2)(b)

Focus	Places.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: objects. Teach: PLACES that empower or enhance life - places that gather people, shelter them, let them do something they otherwise could not - and how a place is drawn: what to include, what to leave out. NO PARTICULAR PLACE IS PRESCRIBED and no student is asked about where they live. Try: shared analysis of a place type. Apply: students identify three candidate places. Reflect: a place is a subject with a use, which is what the standard is asking about.

Check for understanding

Student identifies candidate places against the criteria.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Choosing and Justifying

Week 9, Day 4 • Unit 3 • Standards: ARM 10.53.609(2)(b)

Focus	The decision.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: candidates. Teach: choosing one subject and writing the justification against the standard's own words, because a subject a student cannot justify is one they will abandon in week three. Try: shared justification. Apply: students choose their subject and justify it. Reflect: write the justification down; you will need it in Unit 4 when the work gets hard.

Check for understanding

Student chooses and justifies a subject.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — First Development

Week 9, Day 5 · Unit 3 · Standards: ARM 10.53.609(2)(b)

Focus	The standard's verb DEVELOP.
Learning target	"I can identify an object or place that empowers or enhances life and begin an artistic idea from it."
Vocabulary in use	societal, cultural, historical, empower, enhance, subject, significance, development
Local date	_____

Learning sequence

Connect: the subject. Teach: that DEVELOP means the idea changes under work - so the first studies are exploratory rather than final, and Week 2's three approaches are all available. Try: shared start. Apply: students produce first development studies. Reflect: the first version of an idea is almost never the one that gets made.

Check for understanding

Student produces first development studies.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Source citation

Montana Office of Public Instruction. Montana Content Standards for Arts (2016), codified at ARM 10.53 subchapter 6. Statements are transcribed from MONTANA CONTENT STANDARDS FOR ARTS, GRADE-BY-GRADE VIEW, whose own cover reads "Adopted July 14, 2016 by the Montana Board of Public Education". THAT DOCUMENT PRINTS NO CODES. Each grade is a set of discipline stems -- media arts, visual arts, theatre, music, dance -- each followed by a numbered list, and THE NUMBERING RESTARTS AT 1 IN EVERY DISCIPLINE, so a bare number identifies nothing on its own. The same standards are codified in the ADMINISTRATIVE RULES OF MONTANA, CHAPTER 10.53 SUBCHAPTER 6, one rule per grade, and the rule's structure is exactly the document's: a numbered subsection per discipline and a lettered item per numbered line. THE ARM SUBSECTION IS REGISTERED AS THE CODE. It is an existing official citation rather than an invented identifier, and it is what a Montana reviewer can look up; the alternative was to ship arts products carrying no codes at all. THE RULE'S SUBSECTION ORDER IS NOT ALPHABETICAL AND NOT THE ORDER A READER WOULD GUESS -- (1) media arts, (2) visual arts, (3) theatre, (4) music, (5) dance -- so each discipline is matched to its subsection BY NAME rather than by its position in the PDF; a change of print order between grades would otherwise shift every code by a subsection with nothing to show for it. The document calls theatre "theatre arts" in some places and "theatre" in others and both resolve to subsection 3. Each discipline runs as a single sentence whose items close with semicolons, "; and" before the last and a full stop at the end; that punctuation joins the list rather than belonging to the standard and is removed. The grade's running head repeats at page breaks and lands inside the list, and is discarded. THIS STATE WRITES ONE ARTS RULE FOR THE WHOLE OF GRADES 9-12, ARM 10.53.609, holding FIFTY-FIVE STANDARDS IN FIVE DISCIPLINES -- media arts, visual arts, theatre arts, music and dance, ELEVEN EACH -- and it assigns none of them to a grade or to a course. THIS ROW REGISTERS THE WHOLE OF THE VISUAL ARTS DISCIPLINE, all eleven of subsection (2), so the year is complete against the state's visual arts requirement rather than a selection from it. MEDIA ARTS IS NOT COVERED BY THIS ROW OR BY ANY OTHER GRADE 9 ROW IN THIS SERIES. It is a

full discipline of eleven standards in this state, subsection (1) of the rule, covering media artworks, production processes and how media artworks relate to context and values. If you are relying on this series for the arts requirement at grade 9, those eleven are not here. Retrieved 2026-07-27 from <https://opifiles.mt.gov/portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Arts/Arts-Standards-Grade-by-Grade.pdf>